Correspondence of WIDA ELD Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.

- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same language development standards and assessments.

- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Format of the documents:

- The WIDA English Language Development Standards consist of Model Performance Indicators (MPIs) at five difference levels of language proficiency.

- Each MPI suggests a task that students at a particular level of language proficiency should be able to do in a particular language domain (listening, speaking, reading, writing) to show achievement of a particular subject area standard.

- These documents consist of five WIDA-style MPIs (one for each of five language proficiency levels) that correspond to selected Common Core State Standards.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core Standards in English language arts.

- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.

- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.

- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in their records or from their ESOL teacher).

- It is assumed that the skills and concepts required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.

- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.

- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grades 6–8 Model Performance Indicators that Correspond to the Common Core State Standards for Literacy in Science and Technical Subjects

Key Ideas and Details

CC.6-8.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts.

Level 1 Entering	Chose words from a word bank to answer very simple teacher questions about an illustrated leveled science or technical text that has been read aloud.
Level 2 Emerging	Answer simple *who, what, when, where* questions about a leveled science or technical text that has been read aloud, using words and phrases from the text.
Level 3 Developing	Answer simple *who, what, when, where* questions about a leveled science or technical text that has been read aloud, using information from the text.
Level 4 Expanding	Discuss with a partner the information in a science or technical text; then write a paragraph analyzing that information, citing specific evidence from the text.
Level 5 Bridging	Write an analysis of the information in a grade-level science or technical text, citing specific evidence from the text.

CC.6-8.R.ST.2 ***Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.***

(These MPIs focus on determining central ideas or information.)

Level 1 Entering	Select pictures from an illustrated leveled science or technical text that has been read aloud, to show the central ideas or information of the text.
Level 2 Emerging	Label pictures to identify the central ideas or information of a leveled science or technical text that has been read aloud, using a word/phrase bank.
Level 3 Developing	Complete a graphic organizer to identify the centrals ideas or information of a leveled science or technical text; then orally restate the information on the graphic organizer, with a partner.
Level 4 Expanding	Determine the central ideas or information of a leveled science or technical text; record them on a graphic organizer.
Level 5 Bridging	Determine the central ideas or information of a grade-level science or technical; write a paragraph stating what those ideas are.

(These MPIs focus on summarizing.)

Level 1 Entering	Select the picture that best summarizes the ideas in a leveled science or technical passage that is read aloud by the teacher.
Level 2 Emerging	Create a summary of a leveled science or technical passage, after hearing it read aloud and discussed, in a small group.
Level 3 Developing	Discuss in a small group whether or not a summary of a leveled science or technical passage provided by the teacher includes personal opinions or judgments.
Level 4 Expanding	Self-edit a summary of a science or technical text to identify and delete personal opinions or judgments.
Level 5 Bridging	Write a summary of a grade-level science or technical text, distinct from personal opinions or judgments.

CC.6-8.R.ST.3 ***Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.***

(No WIDA MPIs developed.)

Craft and Structure

CC.6-8.R.ST.4 ***Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.***

Level 1 Entering	Match spoken scientific or technical vocabulary with word cards (e.g., *cloud, snow, rain*).
Level 2 Emerging	Label a diagram using scientific or technical vocabulary by selecting appropriate words from a word bank (e.g., *magma, lava, ash* in a volcano).
Level 3 Developing	Distinguish the use of scientific or technical vocabulary words in various contexts (e.g., *table* in science class vs. *table* in a house), using illustrations, in a small group

	discussion.
Level 4 Expanding	Select appropriate scientific or technical vocabulary to complete a cloze activity, using text and a dictionary.
Level 5 Bridging	Determine the meaning of scientific or technical words and phrases as they are used in a text, using context clues, glossaries, or dictionaries.

CC.6-8.R.ST.5 ***Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.***

Level 1 Entering	Identify the major sections of an illustrated leveled science or technical text that has been read aloud by pointing to the beginning of each section.
Level 2 Emerging	Identify the major sections of an illustrated leveled science or technical text that has been read aloud by labeling each section, with a partner.
Level 3 Developing	Discuss in a small group the structure of a leveled science or technical text, including how the major sections contribute to an understanding of the topic; then write a paragraph summarizing the discussion.
Level 4 Expanding	Write a paragraph analyzing the structure of a leveled science or technical text, showing how the major sections contribute to an understanding of the topic, using a graphic organizer.
Level 5 Bridging	Write a paragraph analyzing the structure of a grade-level science or technical text, showing how the major sections contribute to an understanding of the topic.

CC.6-8.R.ST.6 ***Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.***

(No WIDA MPIs developed.)

Integration of Knowledge and Ideas

CC.6-8.R.ST.7 ***Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).***

Level 1 Entering	Make a diagram to show information from an illustrated leveled science or technical text that has been read aloud and discussed, and integrate the diagram into the text, with a partner.
Level 2 Emerging	Create models (e.g., plant and animal cells) using information from an illustrated leveled science or technical text and from the Internet, with a partner.
Level 3 Developing	Make and present a poster about a science or technical topic (e.g., properties or matter), including illustrations and labels, using information from both print and visual sources.
Level 4 Expanding	Present information found in text and on the Internet relating to a science or technical unit studied in class, with a partner.
Level 5	Produce a science or technical report that integrates information from different

Bridging	media or formats, citing information as appropriate.

CC.6-8.R.ST.8 Integration of Knowledge and Ideas: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Level 1 Entering	Sort pictures or words related to a science or technical text by whether they represent facts or speculation, with a partner.
Level 2 Emerging	List two facts and two speculations from a leveled science or technical text that has been read aloud and discussed, in a small group.
Level 3 Developing	Discuss in a small group whether claims made in a leveled science or technical text are facts, reasoned judgment based on research findings, or speculation; record the results of the discussion on a three-column graphic organizer.
Level 4 Expanding	Complete a three-column graphic organizer, with a partner, to show whether claims made in a leveled science or technical text are facts, reasoned judgment based on research findings, or speculation.
Level 5 Bridging	List claims made in grade-level science or technical text; indicate whether each claim is a fact, reasoned judgment based on research findings, or speculation.

CC.6-8.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Level 1 Entering	Listen as the teacher reads aloud a simple leveled science or technology text; then watch a video on the same topic; as the teacher stops the video at various places, indicate (e.g., with thumbs up or thumbs down) whether the information at that point in the video is the same as in the text or different, with a partner.
Level 2 Emerging	Listen as the teacher reads aloud a simple leveled science or technology text; then watch a video on the same topic; as the teacher stops the video at various places, make notes of similarities and differences between the two formats, on a Venn diagram, with a partner.
Level 3 Developing	Discuss in a small group similarities and differences between information gained from a science experiment or simulation, and information about the same topic gained from reading a leveled science or technical text; record the information on a Venn diagram.
Level 4 Expanding	Complete a Venn diagram to compare and contrast information gained from an experiment, simulation, video, or multimedia source with information gained from reading a leveled text on the same topic; then write a short summary of the information in the diagram, with a partner.
Level 5 Bridging	Complete a Venn diagram to compare and contrast information gained from a science or technical experiment, simulation, video, or multimedia source with information gained from reading a grade-level text on the same topic; then write a short summary of the information in the diagram.

Range of Reading and Level of Text Complexity

CC.6-8.R.ST.10 ***By the end of grade 8, read and comprehend science/ technical texts in the grades 6–8 text complexity band independently and proficiently.***

(No WIDA MPIs developed.)